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**Improving students' Reading Comprehension
Using Power Point in 7th grade of SMPN 50
Surabaya**

Thesis



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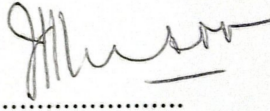
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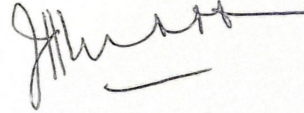
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Motto

Ash to ash, dust to dust.

ABSTRACT

This study looks at how using PowerPoint presentations can improve reading comprehension for 7th-grade students at SMPN 50 Surabaya. The research was done in two cycles, each with planning, acting, observing, and reflecting stages. Early findings showed that many students had trouble understanding what they read, so PowerPoint was used as a teaching tool. In Cycle 1, interactive and visual elements were added, but results showed more changes were needed. In Cycle 2, these changes helped make the lessons more engaging and easier to understand. The results showed a significant improvement in students' reading scores, proving that PowerPoint can be a helpful teaching tool for boosting reading skills.

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We give praise and thanks to God Almighty

I present my thesis entitled "Improving Students' Reading Comprehension Using Power Point in Class 7 at SMPN 50 Surabaya" to:

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CHAPTER I

INTRODUCTION

This chapter consist of (1) the background of the study, (2) statement of the problem, (3) objective of the study, (4) significance of the study, and (5) key term.

1.1 Background of the Study

Reading is crucial in our lives, serving as a foundation for acquiring new knowledge across many subjects. In Junior High School, reading is one of the most important comprehensions students must master. Without reading, students would have difficulty accessing information and acquiring new knowledge. According to Johnstone and King (2018), reading is a process of interpreting written symbols or characters, such as letters or words, to be understood. This means that reading is a way to extract information from written text while also facilitating interaction between the text and the readers. Through reading, readers will benefit by acquiring new information that improves their knowledge.

Reading is often perceived as an intellectually stimulating activity. According to Kruk (2021), reading can also be perceived as boring by students. One factor is that students with certain learning preferences or attention spans may find traditional reading formats challenging, leading to disinterest. Interactive elements such as multimedia enhancements can help students increase engagement. Although reading may sometimes feel unexciting, it

remains an essential comprehension that offers opportunities for learning and discovering new perspectives and ideas.

One of the topics that students must master is descriptive text. Descriptive text is a type of text that aims to convey a clear impression of a person, place, object, event, or concept. It uses language that evokes the reader's imagination, allowing them to visualize what is being described. By mastering descriptive writing, students can effectively convey detailed and engaging descriptions, enhancing their ability to communicate ideas in their writing.

Based on the observation conducted by researchers from September 17th to November 19th, 2023, during the 7th grade English teaching and learning process at SMPN 50 Surabaya, 80% of 27 students in the seventh grade do not pass the minimum completeness criteria for the descriptive place text topic. According to the teacher, students in the seventh grade had difficulty comprehending descriptive texts. The teacher also stated that students had low motivation when asked to read descriptive texts. Moreover, it was noted that the students struggled with identifying key details and often lacked the necessary vocabulary to understand and describe places effectively.

The problem exists because the teacher used a book as a medium of teaching. Students mainly look at the book while the teacher explains the topic. This creates a situation where students are only passively engaged in the class. According to Robinson (2017), this lack of interaction can hinder students' ability to ask questions, seek clarification, or engage in meaningful discussions related to the content. As a result, students may struggle to fully comprehend

the material and apply their knowledge effectively. Thus, based on these observations, the researcher concluded that students had limited reading comprehension because of a lack of interesting media for students to learn.

To solve the problem at SMPN 50 Surabaya, the researcher will use PowerPoint as a teaching medium. PowerPoint has several advantages. It enhances visual learning by incorporating multimedia elements such as images, videos, and animations, which can simplify complex concepts and engage students more effectively than traditional lecture methods. PowerPoint's structured format helps teachers organize their content clearly, ensuring that lessons progress logically and cohesively. Additionally, it supports interactive learning through features like hyperlinks and quizzes, encouraging student participation and making lessons more dynamic. PowerPoint presentations are also easily customizable and reusable, allowing educators to tailor content to different learning styles and update materials efficiently. This flexibility, combined with the ability to integrate various educational resources, makes PowerPoint a powerful aid in delivering comprehensive and engaging lessons (Dewi, 2021).

Previous studies conducted by Kurniawan (2010) showed that the use of PowerPoint media has improved students' reading comprehension. It also revealed increased scores in reading comprehension as a result of using PowerPoint as a medium. This suggests that combining visual aids, such as slideshows, diagrams, and graphics, enhances students' retention of reading

text. The study suggests that teachers should use PowerPoint as a medium to teach students reading comprehension.

Previous studies conducted by Umami (2021) investigated the impact of using PowerPoint presentations as a teaching technique on students' reading activity performance. The findings suggest that students who are taught using PowerPoint achieve better in reading activities compared to those who are not taught using this technique. Additionally, students who do not use PowerPoint tend to have lower scores in reading activities compared to those who do. Based on these results, the researcher concludes that there is a significant difference in reading achievement between students who are taught using PowerPoint and those who are not.

Based on the statement above, the researcher aims to improve student reading descriptive text comprehension using interactive PowerPoint as a teaching medium. This will involve students in teaching-learning activities, making comprehending descriptive text easier. Thus, the study is titled "Improving Student's Reading Using PowerPoint in 7th grade of SMPN 50 Surabaya".

1.2 Statement of the Problem

Given the context provided, problem statement in the following manner:

“Can The Use of Power Point Improve student's reading comprehension at seventh grade students at SMPN 50 Surabaya?”

1.3 Objective of the Study

The objective of the study, in light of the problem statement provided, is as follows:

“To find out the use of Power point can improve student’s reading comprehension at seventh grade of SMPN 50 Surabaya”.

1.4 Significance of the Study

This study will be undertaken to investigate the use of Interactive Power Point can improve student’s reading comprehension at SMPN 50 Surabaya.

a. The Students:

The students will be able to pass the English passing grades if the study shows a positive result, thereby increasing their English comprehensions.

b. The Teacher:

The teacher will be enriched with variety media to teach the students and will continue to progress in teaching both the speaking and listening parts of the lesson.

c. The Researcher:

The researcher will be able to implement this method at another school and create an effective model for teaching specific materials to students.

1.5 Key Term

1. Descriptive Text

In this study Descriptive text specific topic is about a place.

In this type of text, the researcher seeks to paint a clear and engaging picture in the reader's mind, allowing them to visualize and understand the place being described. Descriptive texts often appeal to the reader's senses - sight, sound, touch, smell, and taste - to create a rich and immersive experience.

2. Improving reading comprehension refers to

In this study the process of enhancing a student's ability to understand, interpret, and retain information from written texts. This involves developing skills such as decoding, making inferences, identifying main ideas and supporting details, and expanding vocabulary.

3. PowerPoint

In this study PowerPoint is a presentation software developed by Microsoft that allows users to create slideshows composed of text, images, videos, animations, and other multimedia elements.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides an overview of relevant literature related to the use of interactive PowerPoint in improving students' reading skills, particularly focusing on descriptive text comprehension. The literature review is structured as follows: (1) Reading, (2) Media, (3) Previous Studies on the Use of PowerPoint in teaching reading comprehension.

2.1 Reading

Reading is a foundational skill essential for acquiring knowledge, understanding information, and engaging with the world around us. While the concept of reading may seem straightforward, its definition encompasses a complex cognitive process involving decoding symbols, recognizing patterns, and constructing meaning from written text.

At its core, reading involves the interpretation of written or printed symbols to extract meaning. This process begins with decoding, where readers recognize and interpret individual letters, syllables, and words. Decoding is the foundational skill that allows readers to convert written symbols into spoken language. However, reading goes beyond mere decoding; it also involves comprehension—making sense of the text.

The definition of reading extends beyond the mechanical act of decoding to encompass various cognitive processes. One widely accepted definition of reading

is proposed by Snowling and Hulme (2012), who define reading as "an active and complex process of deriving meaning from print" (p. 1). This definition emphasizes the active nature of reading, highlighting that readers actively engage with the text to construct meaning.

Furthermore, reading is not a monolithic skill but a multifaceted process that incorporates various sub-skills and strategies. These include phonemic awareness, phonics, vocabulary development, fluency, and comprehension. Phonemic awareness involves the ability to identify and manipulate individual sounds in spoken language, while phonics focuses on the relationship between letters and sounds. Vocabulary development entails expanding one's repertoire of words and understanding their meanings, while fluency pertains to the ability to read with speed, accuracy, and expression. Comprehension, arguably the ultimate goal of reading, involves understanding, interpreting, and analyzing the meaning of the text.

The definition of reading also extends beyond printed text to encompass digital and multimedia formats. In the digital age, reading often involves navigating websites, blogs, social media platforms, and other online resources. Digital literacy skills, such as evaluating online information, synthesizing multiple sources, and navigating hyperlinked texts, are essential for effective reading in the digital era.

Moreover, reading is not solely an individual endeavor but also a social and cultural practice shaped by context and community. Sociocultural perspectives on reading emphasize the role of social interactions, cultural background, and prior

knowledge in shaping reading practices and interpretations. Readers bring their unique experiences, beliefs, and perspectives to the reading process, influencing how they interpret and respond to texts.

In summary, the definition of reading encompasses a multifaceted process involving decoding, comprehension, and interpretation of written, digital, and multimedia texts. Reading is an active and complex cognitive activity that integrates various skills, strategies, and experiences. Understanding the nature of reading is crucial for educators, researchers, and policymakers seeking to promote literacy development and foster a culture of lifelong learning.

2.1.1 Types of Reading

Reading is not a one-size-fits-all activity; instead, it encompasses a diverse array of skills and strategies tailored to different purposes and contexts. Understanding the various types of reading is essential for educators, as it enables them to design instructional activities that meet the specific needs and goals of their students. This section explores some of the key types of reading and their respective characteristics.

1. Skimming

According to Brown (2014), skimming is a rapid reading technique used to get a general overview of a text. When skimming, readers quickly glance through the text, focusing on headings, subheadings, bolded text, and other prominent features to identify the main ideas and key points.

Skimming is useful when readers need to get a sense of the overall content of a text without delving into every detail. It is commonly employed when previewing textbooks, articles, or reports to determine their relevance or suitability for a particular purpose.

2. Scanning

Brown (2014) also states that scanning involves searching for specific information within a text. Unlike skimming, which focuses on the overall content, scanning targets specific keywords, phrases, or numbers. Readers move their eyes rapidly across the text, looking for relevant information while ignoring irrelevant details. Scanning is often used when readers need to locate a particular piece of information quickly, such as finding a phone number in a directory or searching for a specific fact in a research article.

3. Intensive Reading

According to Nuttall (2015), intensive reading is a focused and detailed approach to reading that involves close examination of the text. When engaging in intensive reading, readers carefully analyze the content, paying attention to vocabulary, sentence structure, and grammar. They may annotate the text, highlight key passages, or take notes to deepen their understanding. Intensive reading is commonly employed when studying

complex or challenging texts, such as literature, academic articles, or technical manuals.

4. **Extensive Reading**

Nuttall (2015) states that extensive reading involves reading large quantities of text for pleasure, enjoyment, or general understanding. Unlike intensive reading, which emphasizes depth, extensive reading focuses on breadth. Readers engage in extensive reading to develop fluency, build vocabulary, and reinforce comprehension skills. Extensive reading materials may include novels, short stories, newspapers, magazines, or online articles. The goal of extensive reading is to foster a love of reading and promote language acquisition through exposure to a wide range of texts.

5. **Critical Reading**

According to Paul and Elder (2014), critical reading is an analytical approach to reading that involves evaluating and questioning the content of a text. When engaging in critical reading, readers assess the author's arguments, evidence, and assumptions, considering the text's credibility, accuracy, and bias. They may identify logical fallacies, inconsistencies, or gaps in reasoning, and formulate their own opinions based on evidence and analysis. Critical reading is essential for developing critical thinking skills and fostering independent inquiry.

6. Reflective Reading

Kurland (2013) describes reflective reading as thoughtful consideration and personal response to a text. When engaging in reflective reading, readers connect the text to their own experiences, beliefs, and emotions, pondering its significance and implications. They may journal about their reactions, insights, and questions, engaging in a dialogue with the text and themselves. Reflective reading promotes introspection, empathy, and deeper engagement with the material.

Various types of reading serve distinct purposes and require different skills and strategies. teacher can support students' literacy development by teaching them to navigate and apply these different types of reading effectively, empowering them to become proficient and discerning readers in diverse contexts.

2.1.2 Reading Comprehension

Reading comprehension is the ability to understand and interpret written text. It is a multifaceted process that goes beyond mere decoding of words to encompass higher-order thinking skills, such as inference, analysis, and evaluation. Proficient reading comprehension is essential for academic success, information literacy, and critical thinking.

1. Understanding Reading Comprehension

Snow (2002) defines reading comprehension as constructing meaning from text by integrating prior knowledge, linguistic cues, and contextual information. Effective comprehension involves both literal understanding of explicit information and inferential understanding of implicit meaning.

2. Factors Affecting Reading Comprehension

Snow (2002) identifies several factors influencing reading comprehension, including vocabulary knowledge, background knowledge, fluency, and metacognitive strategies. These factors contribute to a reader's ability to engage deeply with the text and extract meaning effectively.

3. Types of Reading Comprehension

Reading comprehension can be categorized into various levels, including literal comprehension, inferential comprehension, and evaluative comprehension. Each level requires different cognitive processes and skills, contributing to overall comprehension proficiency.

4. Assessment of Reading Comprehension

Paris and Stahl (2005) discuss various methods for assessing reading comprehension, such as standardized tests, informal assessments, and authentic tasks. These assessments provide insights into students' comprehension abilities across different contexts and materials.

5. Instructional Approaches to Reading Comprehension

Pearson and Fielding (1991) emphasize research-based instructional approaches to enhance reading comprehension, including explicit instruction in comprehension strategies, modeling, guided practice, and integrating comprehension skills across the curriculum.

2.1.3 Teaching Reading Comprehension In Descriptive Text

SMPN 50 Uses Kurikulum Merdeka which learning reading comprehension descriptive text is one of the objectives of the study.

Phase D
Elements: Reading - Viewing
By the end of Phase D, learners use spoken, written and visual texts in English to interact and communicate in more diverse contexts and in formal and informal situations, and informal situations. Learners can use a variety of text types such as narratives, descriptions, procedures, specialized texts (short messages, advertisements) and authentic texts become the main reference in learning English in this phase. learning English in this phase. Learners use English to discuss and express wishes/feelings. Their understanding of written texts is developing and their understanding of written texts is developing and inference skills begin to emerge when understanding implied information. They produce written and visual texts in structured English with a wider range of vocabulary. more diverse vocabulary. They

understand purpose and audience when producing written and visual texts in English. written and visual texts in English.

The steps for teaching reading comprehension are:

1. Pre-reading Activities: Engage students with pre-reading exercises to activate prior knowledge and build anticipation. This can include brainstorming related vocabulary, discussing relevant background information, or previewing key concepts. (Apriliawati et al., 2024)
2. Modeling Strategies: Demonstrate effective reading comprehension strategies such as predicting, visualizing, questioning, and summarizing. Model how to apply these strategies while reading a descriptive text aloud, thinking aloud to show thought processes. (Apriliawati et al., 2024)
3. Guided Practice: Provide scaffolded support during guided reading activities. Break the text into manageable chunks and guide students through the comprehension process, prompting them to use the modeled strategies independently. (Apriliawati et al., 2024)
4. Interactive Discussions: Facilitate discussions that encourage students to share their interpretations, ask questions, and make connections to the descriptive text. Encourage peer interactions to deepen understanding and promote critical thinking. (Apriliawati et al., 2024)
5. Post-reading Activities: Reinforce comprehension through post-reading activities such as summarizing the main ideas, analyzing the author's

purpose and tone, or creating visual representations of the text. Encourage reflection on personal responses and connections to the descriptive text. (Apriliawati et al., 2024)

These steps provide a structured approach to teaching reading comprehension in descriptive text, encompassing pre-reading preparation, modeling, guided practice, interactive discussions, and post-reading reflection.

2.1.4 Teaching Material

1) Descriptive text

A descriptive text is a genre of writing that vividly depicts a particular person, place, thing, or event, aiming to evoke sensory experiences and create a clear mental image for the reader

2) Generic Structure

- a. Introduction: Provides an overview or sets the scene.
- b. Description: Presents detailed descriptions of the subject, including its appearance, characteristics, and sensory attributes.
- c. Conclusion: May summarize key points or leave the reader with a lasting impression

3) Social Function

- a. To provide detailed descriptions of people, places, things, or events.
- b. To evoke sensory experiences and create vivid mental images for the reader.
- c. To engage the reader's imagination and emotions through rich language and descriptive imagery

4) Language Features

- a. Use of vivid sensory language (sight, sound, smell, taste, touch).
- b. Figurative language such as similes, metaphors, and personification to enhance description.
- c. Adjectives and adverbs to provide detailed descriptions of characteristics and qualities.
- d. Precise vocabulary choices to convey specific meanings and nuances.
- e. Structured organization with clear introduction, body, and conclusion

5) Text

A Day at the Beach

The beach is a captivating place that offers a myriad of sensory delights. As I step onto the warm sand, the gentle breeze caresses my skin, carrying the salty scent of the ocean. The rhythmic sound of waves crashing against the shore creates a soothing melody that lulls me into a state of tranquility. Seagulls glide gracefully

overhead, their calls echoing across the vast expanse of the horizon. The vibrant hues of the sunset paint the sky with hues of orange, pink, and gold, casting a magical glow over the landscape. Children laugh and play in the surf, building sandcastles and chasing seashells along the shoreline. It is a scene of pure bliss, where time seems to stand still, and worries fade away in the embrace of nature's beauty.

Generic structure of the text above:

Introduction:

"The beach is a captivating place that offers a myriad of sensory delights."

Description:

"As I step onto the warm sand, the gentle breeze caresses my skin, carrying the salty scent of the ocean."

"The rhythmic sound of waves crashing against the shore creates a soothing melody that lulls me into a state of tranquility."

"Seagulls glide gracefully overhead, their calls echoing across the vast expanse of the horizon."

"The vibrant hues of the sunset paint the sky with hues of orange, pink, and gold, casting a magical glow over the landscape."

"Children laugh and play in the surf, building sandcastles and chasing seashells along the shoreline."

Conclusion:

"It is a scene of pure bliss, where time seems to stand still, and worries fade away in the embrace of nature's beauty."

2.1.5 Assessment of reading Comprehension

Assessing reading comprehension is crucial for evaluating students' understanding of texts and identifying areas for improvement. Effective assessment tools provide valuable insights into students' comprehension skills, enabling educators to tailor instruction to meet individual needs. This section explores various methods and approaches to assessing reading comprehension. In this thesis type of assessment is a test through multiple choice questions.

a. Tests:

These tests typically include passages followed by multiple-choice designed to measure literal understanding, inferential reasoning, and critical analysis.

There will be 20 multiple choices question in 30 minutes.

Number Question	Scores	Criteria
20	1	Answer is Correct
	0	Answer is Wrong
Maximum Score	20	

Table 2.1 Reading comprehension assessment

2.2 Media

2.2.1 Power point

PowerPoint is a widely used software application developed by Microsoft that allows users to create, edit, and deliver presentations. Garrett, M. (2016) stated that Power Points enables users to combine text, images, graphics, audio, and video into slideshows, making it an effective tool for presenting information in a visual and interactive format. PowerPoint presentations typically consist of a series of slides, each containing content organized in a sequential or hierarchical manner. Users can customize the layout, design, and formatting of slides to enhance visual appeal and communication effectiveness. PowerPoint offers various features and functionalities, such as slide transitions, animations, and multimedia integration, to engage audiences and convey complex ideas effectively. The use of PowerPoint in education has become increasingly prevalent, with educators leveraging its capabilities to create interactive learning materials, deliver lectures, and facilitate classroom discussions.

The advantages of using power point is user-friendly interface and intuitive design make it accessible to educators and students alike, allowing for easy creation and customization of multimedia-rich presentations. Secondly, the visual and interactive nature of PowerPoint presentations captivates students' attention, fostering active engagement and participation in classroom activities. By integrating text, images, graphics, audio, and video, educators can cater to diverse learning styles and preferences, accommodating the needs of visual, auditory, and kinesthetic learners. Additionally, PowerPoint's dynamic features, such as slide transitions, animations, and multimedia integration, enhance the delivery of complex ideas and concepts, facilitating better understanding and retention of information. Furthermore, the flexibility of PowerPoint enables educators to create interactive learning materials, deliver lectures, and facilitate classroom discussions effectively.

2.2.2 PowerPoint to improve student reading comprehension

PowerPoint for improving student reading comprehension involves the strategic use of Microsoft PowerPoint software to enhance students' understanding of textual content. It employs visual aids, multimedia elements, and interactive features to engage learners and facilitate comprehension. By leveraging PowerPoint's capabilities, teachers can create dynamic learning materials that cater to diverse learning styles and promote deeper comprehension of reading passages.

2.2.3 Procedures of Using PowerPoint to teach reading comprehension

Utilizing PowerPoint for teaching descriptive text reading comprehension involves a structured approach aimed at maximizing instructional effectiveness and student engagement. the procedures are as follow:

1. Teacher chooses a descriptive text that aligns with instructional objectives and students' proficiency levels. Ensure that the text is engaging, relevant, and appropriate for the student.
2. Teacher creates a visually appealing PowerPoint presentation that complements the descriptive text. Incorporate images, graphics, and multimedia elements to enhance understanding and stimulate interest. Organize the presentation logically, with slides corresponding to different sections or themes of the text.
3. Teacher discusses relevant background information, or previewing key concepts using PowerPoint slides with students.
4. Teacher breaks descriptive text into manageable chunks and guide students through the comprehension process.
5. Teacher uses PowerPoint slide to discuss with student so that student share their interpretation about the topic.
6. Teacher reinforces comprehension through post-reading activities using PowerPoint slides. This can include summarizing the main ideas, analyzing the author's purpose and tone, or creating visual representations

of the text. Encourage reflection on student personal responses and connections to the descriptive text.

7. Teacher assesses students' comprehension using multiple-choice questions embedded within the PowerPoint presentation. Teacher Provides immediate feedback to students based on their responses to reinforce learning.

2.3 Previous Studies

Several studies have demonstrated the efficacy of using PowerPoint presentations to enhance reading comprehension among students. Smith (2016) conducted a comprehensive study titled "Enhancing Student Learning with PowerPoint: A Study of Reading Comprehension," published in the Journal of Educational Technology. The research found that incorporating multimedia elements such as images, videos, and animations into PowerPoint presentations significantly improved students' engagement and understanding of reading materials. Smith's findings indicated that the visual and interactive nature of PowerPoint helps to break down complex information, making it more accessible and easier for students to comprehend.

Similarly, Chen and Liu (2015) explored the impact of PowerPoint presentations on student learning and motivation in reading classes in their study published in the Journal of Computer-Assisted Learning. The study highlighted that the multimedia features of PowerPoint, including text, images, and audio,

contributed to making reading lessons more engaging and interactive, thereby increasing students' motivation and interest in the subject matter. Both studies underscore the potential of PowerPoint as a powerful instructional tool that can transform reading comprehension by fostering a more dynamic and stimulating learning environment.

CHAPTER III

RESEARCH METHOD

This chapter outlines the methodology employed in conducting the study, including details on the location, participants, time frame, and research design.

3.1 Research Design

The research employed a Classroom Action Research (CAR) design. CAR is a cyclical and collaborative approach to research that involves identifying an issue, planning and implementing interventions, observing outcomes, and reflecting on the process to inform further action. This design was chosen for its suitability in addressing practical problems in educational settings and promoting continuous improvement through iterative cycles of inquiry and action.

According to Kemmis Mctaggart (2011) In CAR, the researcher works closely with participants, typically teachers and students, to co-create solutions and evaluate their effectiveness in real-world contexts. This collaborative approach fosters engagement, ownership, and empowerment among participants, leading to more meaningful and sustainable outcomes.

By employing a Classroom Action Research design, this study aimed to investigate the impact of PowerPoint presentations on students' reading comprehension in descriptive text contexts, gather insights into the effectiveness of the intervention, and inform instructional practices for promoting literacy development in high school settings.

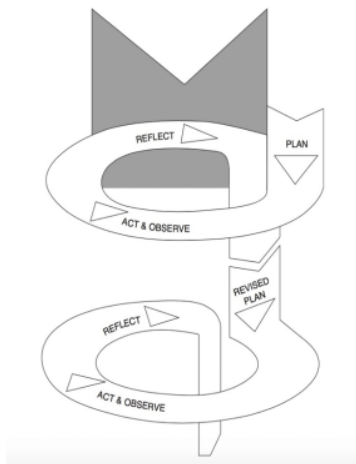


Figure 3.1 Classroom action research

3.2 Setting

The setting of the research was at SMPN 50 Surabaya, Indonesia, focused on students from class 7.

3.3 Time

The research was carried out on 4 June for the first cycle and 11 June for the second cycle in 2024 the duration of the intervention was 1 x 45 for each cycle.

3.4 Subject

The subject of the research were students of 7B that consist of 30 students, including 14 males and 16 females.

3.5 Research Procedures

Cycle 1:

Planning

This planning phase were based from preliminary studies, which majority of the students were not pass the minimum mastery criterion. This phase included the development of a lesson plan, an observation checklist, and reading comprehension test.

1. Lesson Plan Preparation

The researcher developed detailed lesson plans tailored to the objectives of the study. These plans outlined the instructional strategies, activities, and materials needed for each lesson. The lesson plans were designed to ensure that the content delivered during the teaching sessions was consistent and aligned with the research goals.

2. Observation Checklist Preparation

The researcher created an observation checklist to systematically record and assess classroom interactions and instructional practices. This checklist included specific criteria and indicators related to the research focus.

3. Test Preparation

The researcher developed a standardized test to assess the students' knowledge and skills related to the study's focus. The test was carefully constructed to align with the learning objectives outlined in the lesson plans.

Acting

1. Teacher Chooses a descriptive text that aligns with instructional objectives and students' proficiency levels. Ensure that the text is engaging, relevant, and appropriate for the student.
2. Teacher Creates a visually appealing PowerPoint presentation that complements the descriptive text. Incorporate images, graphics, and multimedia elements to enhance understanding and stimulate interest. Organize the presentation logically, with slides corresponding to different sections or themes of the text.
3. Teacher discusses relevant background information, or previewing key concepts using PowerPoint slides with students.
4. Teacher uses PowerPoint slide to discuss with student so that student share their interpretation about the topic.
5. Teacher reinforces comprehension through post-reading activities using PowerPoint slides. This can include summarizing the main ideas, analyzing the author's purpose and tone, or creating visual representations of the text.

Encourage reflection on student personal responses and connections to the descriptive text.

6. Teacher Assess students reading comprehension using multiple-choice questions embedded within the PowerPoint presentation. Teacher Provides immediate feedback to students based on their responses to reinforce learning.

Observing

The research observes the activities of students and the activities of the teacher during learning sessions conducted by the research collaborator, the English teacher of SMPN 50 Surabaya, using an observation checklist prepared during the planning phase. Then researcher assesses students reading comprehension by giving them test to see whether there was an improvement or not.

Reflection

From the data gathered from student tests/multiple choice, a comparison is made whether the student's score has met success indicator, and also whether all steps on the observation checklist have been carried out. if not, the researcher improves the current plan with the weakness gathered from the data In Cycle 2.

Cycle 2

Planning

Based on the findings and reflections from Cycle 1, the following steps were taken to improve the teaching strategy strategies and materials for Cycle 2

1. Lesson Plan Preparation

The lesson plans were revised to address the shortcomings identified in Cycle 1. This included incorporating more interactive activities, simplifying complex information, and ensuring that the content was engaging and accessible to all students. The revised lesson plans also included differentiated instruction strategies to cater to varying student proficiency levels.

2. Observation Checklist Preparation

The observation checklist was updated to include additional criteria and indicators that would help monitor the effectiveness of the new instructional strategies. This included more specific items related to student engagement, interaction, and comprehension during the lessons.

3. Test Preparation

The standardized test was modified to better align with the revised lesson plans and to more accurately assess the students' comprehension skills. The test included a mix of multiple-choice questions and short answer questions to evaluate different aspects of reading comprehension.

4. Acting

The teacher selected a new descriptive text that was engaging and relevant to the students' interests. The text was chosen to align with the instructional objectives and to challenge the students' comprehension skills appropriately.

The PowerPoint presentation was redesigned to include more visual aids, interactive elements, and multimedia content. This was done to enhance the students' understanding and to keep them engaged throughout the lesson. The presentation was organized in a way that each slide corresponded to different sections or themes of the text.

Observing

The researcher observed the classroom activities, focusing on both the students' and the teacher's actions. The observation checklist was used to systematically record and assess the interactions and instructional practices. Additionally, the researcher administered the revised test to evaluate the students' reading comprehension and to determine if there was any improvement compared to Cycle 1. The test was given to see whether students were improved on reading comprehension or not.

Reflection

The data gathered from the students' tests and the observation checklist were analyzed to determine if the students' scores met the success indicators. If success indicator were met then the cycle would stop.

3.6 Data Collection Techniques

In this research, multiple data collection techniques were employed to ensure a comprehensive analysis of the subject matter. These techniques include:

1. Test

The researcher collected data through a reading comprehension test to the students. The test scores provided quantifiable data that could be used to measure student reading comprehensions of descriptive text. This method allows for an objective assessment of students' knowledge and skills in a specific area. The test was designed to align with the curriculum and learning objectives, ensuring that the scores accurately reflected the students' academic achievement. To see students' improvement of reading comprehension.

2. Observation

Researcher conducted classroom observations using an observation sheet checklist. This method involved systematically recording behaviors, interactions, and instructional practices within the classroom environment. Research collaborator which English teacher observed during the interventions. Observation check list were used to see activities during teaching and learning process.

3.7 Instrument

1. Multiple-Choice Tests

A multiple-choice test was administered to measure students' reading comprehension skills. The test consists of a reading passage followed by multiple-choice questions designed to assess literal comprehension, inferential reasoning, and critical analysis. In this study there were 20 multiple choice questions. For each correct answer students get 1 point and 0 points if the answer is wrong.

2. Observation Checklist

Observation checklist was used to systematically document students' behavior, engagement, and participation during the intervention sessions. Observation checklist also used to record teacher whether researcher complete the steps or following the lesson plan. The checklist included items related to students' level of attentiveness, interaction with instructional materials, collaboration with peers, and use of comprehension strategies.

Table 3.1 Observation checklist for the teacher

N o	Observation Checklist for Teacher	Yes/ No
1	Chose engaging descriptive text	
2	Created visually appealing PowerPoint	
3	Discussed background information using slides	
4	Broke text into manageable chunks	
5	Facilitated student discussion	
6	Conducted post-reading activities	
7	Used multiple-choice questions in PowerPoint	

Table 3.2 Observation checklist for the students

Number	Observation Checklist for Students	Yes/No
	Behavior/Aspect	
1	Attentiveness to teacher's instructions	
2	Active engagement with PowerPoint presentation (e.g., asking questions, taking notes)	
3	Participation in discussions related to the descriptive text	
4	Collaboration with peers during group activities	

5	Use of comprehension strategies (e.g., summarizing, making connections)	
Number	Observation Checklist for Students	Yes/No
6	Ability to follow instructions for activities involving the PowerPoint slides	
7	Maintaining focus throughout the lesson	
8	Demonstrating understanding of key concepts discussed	
9	Asking relevant questions about the text or presentation	
10	Active involvement in post-reading activities	

3.8 Data Analysis

1. Tests

The results of the reading comprehension test were scored according to the scoring rubric then the researcher saw whether the students had exceeded the minimum criteria mastery or not. After that to determine research is complete, researcher then make a calculation by the number of students who passed was divided by the total number of students who participated in the study then multiplied by 100 to find the percentage of students who had passed the test. The following formula that researcher use is:

Multiple Choice Scoring

$$S = R \times 5$$

Where:

S: Total score for each student

R: Number of correct answers

Percentage of student that passed the test

$$P = \frac{T'}{T} \times 100\%$$

Where:

P: Percentage of student that passed the test

T': Total student that passed the MCM

T: Total student that participated in the research

2. Observation Checklist

The observation checklist analyzed whether the teacher has carried out the appropriate steps of the teaching procedure or not. For students, whether the activities of students were in accordance with what is expected in the observation checklist.

3.9 Success Indicator

The success indicator for students was defined as achieving a score of more than 75% on the test. Students who scored above this threshold were considered to have successfully demonstrated improved reading comprehension. If 70 % of students are achieving the minimum mastery criteria, the research considered as success.

4

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Research Findings

In this chapter, the researcher presents the findings derived from the implementation of Power Points at improving reading comprehension among 7th.B grade students at SMPN 50 Surabaya.

4.1.1 Preliminary Study

The preliminary investigation revealed major concerns with students' reading comprehension skills, which were discovered through interviews with the English teacher and classroom observations. These findings revealed that many students struggled to learn and apply the terminology required for comprehending English descriptive text. Furthermore, they struggled to make conclusions and deductions from their readings. The students showed a distinct lack of motivation for the English topic. These findings underscored the importance of focused treatments to improve students reading comprehension.

4.1.2 Preliminary Scores

No	Student Name	Score	Result
1	Abdul Rafi Javier	60	Not Pass
2	Ahmad Nizar Maulana	85	Pass
3	Aliya Putri Rahmawati	60	Not Pass

No	Student Name	Score	Result
4	Anggun Cantika Putri	55	Not Pass
5	Ardil	70	Not Pass
6	Atika Putri Aprilia	55	Not Pass
7	Aurel Cahaya Morinsandri	60	Not Pass
8	Ayu Andira Aniyah	70	Not Pass
9	Azra Syahla Khanzania	70	Not Pass
10	Cindiy Infinur Diana Putri	55	Not Pass
11	Dewi Ayu Angraini	60	Not Pass
12	Elventino Chriswand Dzikriafany	60	Not Pass
13	Fahi Firjatullah Maheswara	75	Pass
14	Firda Nur Janna	75	Pass
15	Irfan Putra Fahrudin Mustfa	70	Not Pass
16	Janneta Fairuz Zahra	70	Not Pass
17	Malvino Arki Mahardika	70	Not Pass
18	Muhammad Idris Sadewo	55	Not Pass
19	Muhammad Affandika	50	Not Pass
20	Muhammad Hasyim	50	Not Pass
21	Nafisa Dea Syarifa	50	Not Pass
22	Nesya Rohmadani Asmiranda	50	Not Pass
23	Pahsya Afla Jaler Setiawan	50	Not Pass
24	Regina Putri Indarko	75	Pass

No	Student Name	Score	Result
25	Reno Danu Wijaya	75	Pass
26	Rhefan Dewi Flambayan	70	Not Pass
27	Rizky Fitrah Firdaus	60	Not Pass
28	Salfa Salsabila	65	Not Pass
29	Syafira Yuniar Rachmawati	70	Not Pass
30	Zabrina Ajwa Ghozali	75	Pass
The percentage of students who achieve score same or higher than the minimum score (KKM)		Percentage of Success 20 %	

Out of 30 students, only 20% achieved or exceeded the minimum score (KKM) required for English Reading comprehension, highlighting the pressing need for intervention.

4.2 The Implementation of PowerPoint

Power Points implementation spanned two cycles, each comprising planning, acting, observing, and reflecting stages.

4.2.1 Analysis of Cycle 1

a. Planning:

Before commencing, through planning ensured the effective integration of PowerPoint slides designed to enhance student engagement and comprehension of curriculum topics. This phase involved selecting relevant content and designing visually appealing slides with multimedia elements such as images, diagrams, and videos. Detailed lesson plans were prepared to align the PowerPoint presentations with specific learning objectives and classroom activities.

b. Acting:

During the acting phase, the PowerPoint presentations were introduced in the classroom setting. The “Eifel Tower” were used as a presentation in descriptive teaching. The presentations aimed to facilitate interactive learning experiences by incorporating embedded quizzes, clickable links, and videos. Students actively engaged with the multimedia content, responding to quiz questions and exploring additional resources linked within the slides. This approach aimed to reinforce key concepts and encourage student participation throughout the sessions. Then researcher gives a reading comprehension test to asses student improvement in reading. In this stage teaching reading comprehension using power point were acted the steps were:

1. Teacher discusses relevant background information, or previewing key concepts using PowerPoint slides with students.

2. Teacher uses PowerPoint slide to discuss with student so that student share their interpretation about the topic.
3. Teacher reinforces comprehension through post-reading activities using PowerPoint slides. This can include summarizing the main ideas, analyzing the author's purpose and tone, or creating visual representations of the text. Encourage reflection on student personal responses and connections to the descriptive text.
4. Teacher Assesses students' comprehension using multiple-choice questions embedded within the PowerPoint presentation. Teacher Provides immediate feedback to students based on their responses to reinforce learning.

c. Observing:

Throughout the observing stage, research collaborator in this case was the English teacher utilized the observation checklist monitoring students and the teacher.

1) Teacher's Action

Teacher did not broke text into manageable chunks. These create confusion in students. As result student had trouble in reading tight text.

2) Students' Action

The results of observation on students' attitude and behaviour did not satisfy researcher. Because there is one problem which not all the students actively pay attention to read in PowerPoint slides. the

researcher concludes that power point slide is too tight, so that student had difficulty in reading the descriptive text, furthermore dark coloured themes made the students did not pay attention.

In this phase by the observation checklist data. From the observation checklist teacher After treatment teacher give a reading comprehension test which the result was:

No	Student Name	Score	Result
1	Abdul Rafi Javier	60	Not Pass
2	Ahmad Nizar Maulana	85	Pass
3	Aliya Putri Rahmawati	70	Not Pass
4	Anggun Cantika Putri	55	Not Pass
5	Ardil	30	Not Pass
6	Atika Putri Aprilia	40	Not Pass
7	Aurel Cahaya Morinsandri	60	Not Pass
8	Ayu Andira Aniyah	65	Not Pass
9	Azra Syahla Khanzania	50	Not Pass
10	Cindiy Infinur Diana Putri	60	Not Pass
11	Dewi Ayu Angraini	50	Not Pass
12	Elventino Chriswand Dzikriafany	65	Not Pass
13	Fahi Firjatullah Maheswara	60	Not Pass
14	Firda Nur Janna	65	Not Pass
15	Irfan Putra Fahrudin Mustfa	75	Pass

No	Student Name	Score	Result
16	Janneta Fairuz Zahra	75	Pass
17	Malvino Arki Mahardika	75	Pass
18	Muhammad Idris Sadewo	55	Not Pass
19	Muhammad Affandika	50	Not Pass
20	Muhammad Hasyim	70	Not Pass
21	Nafisa Dea Syarifa	70	Not Pass
22	Nesya Rohmadani Asmiranda	70	Not Pass
23	Pahsya Afla Jaler Setiawan	75	Pass
24	Regina Putri Indarko	75	Pass
25	Reno Danu Wijaya	75	Pass
26	Rhefan Dewi Flambayan	75	Pass
27	Rizky Fitrah Firdaus	75	Pass
28	Salfa Salsabila	75	Pass
29	Syafira Yuniar Rachmawati	75	Pass
30	Zabrina Ajwa Ghozali	75	Pass
The percentage of students who achieve score same or higher than the minimum score (KKM)		Percentage of Success 40 %	

According to the table, only 40% earn scores above the minimum score (KKM), while 60% continue to receive scores below the minimum value. Based on the analysis, the researcher's target of 70% of students passing the minimum score has yet to be met.

d. Reflecting:

From the observation stage it was concluded that 60% of total students were not able to pass minimum criterion master. Thus cycle 2 were needed in order to achieve success indicator.

4.2.2 Analysis of Cycle 2

a. Planning

In Cycle 2, the planning phase focused on refining the previous strategies based on the insights gained from Cycle 1. Power Point of descriptive text were separated into slide per slide so that student pay more attention to it. Additionally, researcher add animation transition between each slide.

b. Acting

During the action phase, the revised PowerPoint presentations were implemented in the classroom environment. This time teacher breaks descriptive text into manageable chunks and guide the students. The descriptive text of “Candi Borobudur” PowerPoint were used in this phase. Students were encouraged to actively participate in discussions and collaborative activities facilitated by the PowerPoint slides. These steps were followed by the teacher:

1. Teacher discusses relevant background information, or previewing key concepts using PowerPoint slides with students.
2. Teacher breaks descriptive text into manageable chunks and guide students through the comprehension process.
3. Teacher uses PowerPoint slide to discuss with student so that student share their interpretation about the topic.
4. Teacher reinforces comprehension through post-reading activities using PowerPoint slides. This can include summarizing the main ideas, analyzing the author's purpose and tone, or creating visual representations of the text. Encourage reflection on student personal responses and connections to the descriptive text.
5. Teacher assesses students' comprehension using multiple-choice questions embedded within the PowerPoint presentation. Teacher Provides immediate feedback to students based on their responses to reinforce learning.

c. Observing:

Throughout the observing stage of Cycle 2, the English teacher utilized a Data collected from these observations informed ongoing adjustments to teaching strategies and content delivery.

1) Teacher's Action

Based on the observation data collected by the collaborator, the teacher did all the steps completely. This time, the researcher broke the text into manageable size so that

students were able to read easily. Researcher also creates bright colour to get student attention in PowerPoint.

2) Students' Action

Based on the observation checklist student behaviour satisfied the researcher. All students pay attention and engage with power point. Because of this student's understand the explanation given by the teacher using power points.

After the implementation of the revised PowerPoint presentations, a comprehensive reading comprehension test was administered to assess student progress and achievement.

No	Student Name	Score	Result
1	Abdul Rafi Javier	60	Not Pass
2	Ahmad Nizar Maulana	85	Not Pass
3	Aliya Putri Rahmawati	60	Not Pass
4	Anggun Cantika Putri	60	Not Pass
5	Ardil	60	Not Pass
6	Atika Putri Aprilia	70	Not Pass
7	Aurel Cahaya Morinsandri	70	Not pass
8	Ayu Andira Aniyah	70	Not Pass
9	Azra Syahla Khanzania	80	Pass
10	Cindiy Infinur Diana Putri	80	Pass
11	Dewi Ayu Angraini	85	Pass

No	Student Name	Score	Result
12	Elventino Chriswand Dzikriafany	85	Pass
13	Fahi Firjatullah Maheswara	80	Pass
14	Firda Nur Janna	80	Pass
15	Irfan Putra Fahrudin Mustfa	80	Pass
16	Janneta Fairuz Zahra	80	Pass
17	Malvino Arki Mahardika	80	Pass
18	Muhammad Idris Sadewo	85	Pass
19	Muhammad Affandika	85	Pass
20	Muhammad Hasyim	80	Pass
21	Nafisa Dea Syarifa	85	Pass
22	Nesya Rohmadani Asmiranda	85	Pass
23	Pahsya Afla Jaler Setiawan	60	Not Pass
24	Regina Putri Indarko	85	Pass
25	Reno Danu Wijaya	80	Pass
26	Rhefan Dewi Flambayan	80	Pass
27	Rizky Fitrah Firdaus	85	Pass
28	Salfa Salsabila	80	Pass
29	Syafira Yuniar Rachmawati	70	Not Pass
30	Zabrina Ajwa Ghozali	80	Pass
The percentage of students who achieve score same or higher than the minimum score (KKM)		Percentage of Success 70%	

d. Reflecting:

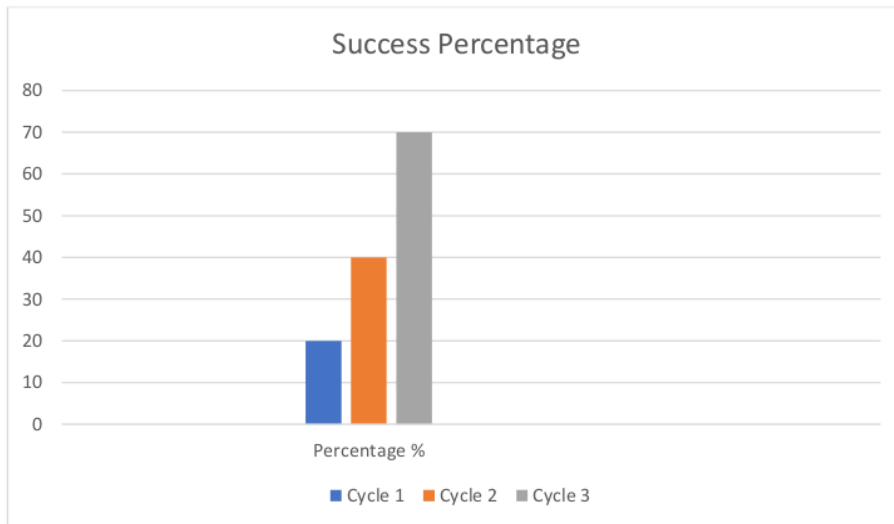
Based on the observations and test results from Cycle 2. The revised PowerPoint presentations succeeded in capturing and maintaining student interest, resulting in improved overall engagement during lesson. Students also demonstrated enhanced comprehension of reading materials, particularly in areas where multimedia elements and interactive features were effectively utilized.

The percentage of students who get score more than the minimum score (KKM) was 70% which is more than the percentage of success indicator 70% so, this cycle can be said to be successful and the researcher does not need to carry out the cycle 3.

4.3 Discussion

This section examines the consequences of the research findings on the use of PowerPoint presentations to enhance reading comprehension in SMPN 50 Surabaya 7th grade students. The conversation is structured around the most important discoveries from Cycles 1 and 2, emphasizing both the areas that worked well and those that still needed work. **Cycle 1** revealed several insights into the initial PowerPoint implementation. Despite efforts to enhance content delivery through visually appealing slides and interactive features, the observed and test results indicated mixed outcomes. While some students demonstrated improvement, a substantial number continued to struggle with comprehending text and engaging actively with the materials. Issues such as text density and slide

design adversely affected student attention and comprehension. **Cycle 2** introduced improvements based on Cycle 1 findings, mainly breaking the text into manageable segments and using brighter color schemes to improve readability and attention retention. Results from Cycle 2 showed a significant improvement in student performance from a Cycle 1 pass percentage of **40% to 70%**. The following diagram researcher made below:



This success underscored the iterative improvements and targeted interventions in learning activities. The obstacle in the first cycle was when students could not concentrate on the power point slides, this was because the descriptive text did not fit in the power point. The solution was implemented in cycle two, researcher separate the parts of the text into several sections, so that students could easily concentrate on reading the text on the power point.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The research findings provide valuable insights into the effectiveness of multimedia tools in addressing educational challenges and fostering student engagement in language learning.

After students were taught with PPT, the presentation of students' reading comprehension level increased from 20% to 70%. **This means by using PPT media in teaching can improve students reading comprehension.**

5.2 Suggestions

5.2.1 For Students

By creating their own PowerPoints, it helps students understand complex texts better, enhancing their overall reading comprehension skills.

5.2.2 For Teachers

. Teachers can leverage PowerPoint presentations as an effective tool to enhance student engagement and comprehension, especially for descriptive texts.

5.2.3 For Researchers

The methodology and findings of this study can serve as a reference for future research aimed at exploring innovative teaching methods and their impact on student achievement.

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APPENDIX

APPENDIX 1

Cycle 1 Lesson Plan

MODUL AJAR

UNIT 1: Descriptive Text

KOMPETENSI UMUM
1. Identitas Sekolah
Nama Penyusun: Francisco Julius Da Bata Wasa Satuan Pendidikan: SMPN 50 Surabaya Kelas: VII-B Mata Pelajaran: Bahasa Inggris Materi: Descriptive Text Prediksi Alokasi Waktu: 1 x 45 menit Tahun Penyusunan: 2024
2. Capaian Pembelajaran
Peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks autentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.
3. Kompetensi Awal
Membimbing peserta didik dalam memahami konsep dasar teks deskriptif dan teknik yang digunakan dalam menyusun deskripsi yang jelas dan mendetail. Melalui kegiatan ini, peserta didik akan belajar untuk mengenali tujuan dan struktur teks deskriptif, serta mengembangkan kemampuan mereka dalam

menggunakan kosakata yang tepat dan variatif untuk mendeskripsikan objek, tempat, atau orang dengan akurat.
4. Pancasila
<ul style="list-style-type: none"> • Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia Menunjukkan sikap menghormati dan toleransi terhadap sesama manusia. <ul style="list-style-type: none"> • Mandiri Menunjukkan tanggung jawab atas pembelajaran dan pengembangan diri sendiri. <ul style="list-style-type: none"> • Kreatif Menunjukkan kemampuan untuk berpikir out-of-the-box dan menghasilkan ide-ide baru. <ul style="list-style-type: none"> • Gotong Royong Bekerjasama dengan orang lain untuk mencapai tujuan bersama. <ul style="list-style-type: none"> • Berkebinekaan Global Menghargai dan menghormati budaya, tradisi, dan pandangan orang lain. <ul style="list-style-type: none"> • Bernalar Kritis Menggunakan analisis logis dan rasional dalam mengevaluasi informasi. Mengambil keputusan berdasarkan bukti dan argumentasi yang kuat.
5. Sarana dan Prasarana
Pembelajaran menggunakan media/alat: Laptop, proyektor, slide
6. Model Pembelajaran
Menggunakan model pembelajaran Problem Based Learning (PBL) yaitu dengan melibatkan peserta didik dalam pembelajaran dimana siswa diminta untuk memahami suatu pembelajaran dan masalah yang telah disajikan di awal pembelajaran untuk melatih siswa menyelesaikan masalah
7. Materi Pembelajaran
Descriptive text adalah teks yang bertujuan menjelaskan, menggambarkan, atau mendeskripsikan sesuatu. Tujuan descriptive text adalah menggambarkan, mengungkapkan juga mendeskripsikan suatu ciri-ciri, baik itu pada benda, hewan, tempat dan lain-lain. Dalam pembelajaran ini teks "Eifel Tower" dalam bentuk tertulis .
8. Target Pendidikan
Peserta didik kelas VII: Umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.
9. Assesment
Kelompok dan Individu Jenis: Mendengarkan dan Berbicara

Kompetensi Inti
1. Tujuan Pembelajaran
<ul style="list-style-type: none"> • Peserta didik dapat mengidentifikasi struktur umum dan fitur bahasa dari descriptive text melalui membaca.

<ul style="list-style-type: none"> • Peserta didik dapat menangkap makna contoh-contoh descriptive text yang diberikan.
2. Pemahaman Bermakna
Mempelajari teks descriptive text melalui kegiatan menyimak, membaca tentang teks descriptive text about place yang relevan dengan pengalaman peserta didik.
3. Persiapan Pembelajaran
<ul style="list-style-type: none"> ❖ Memahami apa itu teks deskriptive dan elemen-elemen penting dalam teks descriptive (seperti , introduction, description, dan conclusion). ❖ Memahami struktur teks descriptive melalui kegiatan membaca teks descriptive. ❖ Memahami isi descriptive melalui kegiatan membaca teks descriptive.
4. Pertanyaan Pemantik
<ul style="list-style-type: none"> ❖ Menurut kalian, apa itu teks deskriptif? ❖ "Coba pikirkan tempat favorit kalian. Bagaimana kalian akan mendeskripsikannya?" ❖ "Apa saja yang perlu ada dalam sebuah teks deskriptif?"

KEGIATAN PEMBELAJARAN (PERTEMUAN 1)	
Tahap Pembelajaran	Kegiatan Pembelajaran
Kegiatan Pendahuluan	<ul style="list-style-type: none"> ❖ Guru menyapa siswa dan menjelaskan tujuan pembelajaran hari ini. ❖ Guru menyampaikan pentingnya mempelajari teks deskriptif dalam bahasa Inggris.
Kegiatan Inti	<ul style="list-style-type: none"> ❖ Guru mengajukan pertanyaan pemantik ❖ Guru meminta beberapa siswa untuk berbagi pendapat mereka ❖ Guru memberikan penjelasan tentang teks deskriptif, termasuk tujuan dan strukturnya (introduction, description, conclusion). ❖ Guru menampilkan contoh teks deskriptif "Eifel Tower" di proyektor dan membaca bersama-sama dengan siswa. ❖ Siswa dibagi ke dalam kelompok kecil.

	<ul style="list-style-type: none"> ❖ Setiap kelompok diberi tugas untuk mengidentifikasi struktur dan fitur bahasa dari teks "Eifel Tower". ❖ Guru berkeliling dan membantu kelompok yang membutuhkan bantuan. ❖ Setiap kelompok mempresentasikan hasil diskusi mereka. ❖ Guru dan siswa lain memberikan feedback dan berdiskusi tentang temuan setiap kelompok. ❖ Guru memberikan soal pemahaman descriptive text.
Kegiatan Penutup	<ul style="list-style-type: none"> ❖ Guru mengajukan pertanyaan refleksi ❖ Guru merangkum pembelajaran hari ini dan menekankan kembali poin-poin penting. ❖ Guru mengucapkan terima kasih atas partisipasi aktif siswa dan menutup kelas dengan salam.

Mengetahui,

Surabaya 4 Mei 2024

Guru Pamong Bahasa Inggris
SMP Negeri 50 Surabaya

Kepala Sekolah
SMP Negeri 50 Surabaya

Ida Zainun, S.Pd
197012202008012010

Teguh Budi Setiada, M.Pd
197101251997021004

APPENDIX 2

Cycle 2 Lesson Plan

MODUL AJAR

UNIT 1: Descriptive Text

KOMPETENSI UMUM
10. Identitas Sekolah
Nama Penyusun: Francisco Julius Da Bata Wasa Satuan Pendidikan: SMPN 50 Surabaya Kelas: VII-B Mata Pelajaran: Bahasa Inggris Materi: Descriptive Text Prediksi Alokasi Waktu: 1 x 45 menit Tahun Penyusunan: 2024
11. Capaian Pembelajaran
Peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.
12. Kompetensi Awal
Membimbing peserta didik dalam memahami konsep dasar teks deskriptif dan teknik yang digunakan dalam menyusun deskripsi yang jelas dan mendetail. Melalui kegiatan ini, peserta didik akan belajar untuk mengenali tujuan dan struktur teks deskriptif, serta mengembangkan kemampuan mereka dalam menggunakan kosakata yang tepat dan variatif untuk mendeskripsikan objek, tempat, atau orang dengan akurat.
13. Pancasila
<ul style="list-style-type: none">• Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia Menunjukkan sikap menghormati dan toleransi terhadap sesama manusia.• Mandiri

<p>Menunjukkan tanggung jawab atas pembelajaran dan pengembangan diri sendiri.</p> <ul style="list-style-type: none"> • Kreatif <p>Menunjukkan kemampuan untuk berpikir out-of-the-box dan menghasilkan ide-ide baru.</p> <ul style="list-style-type: none"> • Gotong Royong <p>Bekerjasama dengan orang lain untuk mencapai tujuan bersama.</p> <ul style="list-style-type: none"> • Berkebinekaan Global <p>Menghargai dan menghormati budaya, tradisi, dan pandangan orang lain.</p> <ul style="list-style-type: none"> • Bernalar Kritis <p>Menggunakan analisis logis dan rasional dalam mengevaluasi informasi.</p> <p>Mengambil keputusan berdasarkan bukti dan argumentasi yang kuat.</p>
14. Sarana dan Prasarana
Pembelajaran menggunakan media/alat: Laptop, proyektor, slide
15. Model Pembelajaran
Menggunakan model pembelajaran Problem Based Learning (PBL) yaitu dengan melibatkan peserta didik dalam pembelajaran dimana siswa diminta untuk memahami suatu pembelajaran dan masalah yang telah disajikan di awal pembelajaran untuk melatih siswa menyelesaikan masalah
16. Materi Pembelajaran
Descriptive text adalah teks yang bertujuan menjelaskan, menggambarkan, atau mendeskripsikan sesuatu. Tujuan descriptive text adalah menggambarkan, mengungkapkan juga mendeskripsikan suatu ciri-ciri, baik itu pada benda, hewan, tempat dan lain-lain. Dalam pembelajaran ini teks "Eifel Tower" dalam bentuk tertulis .
17. Target Pendidikan
Peserta didik kelas VII: Umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.
18. Assesment
Kelompok dan Individu Jenis: Mendengarkan dan Berbicara

Kompetensi Inti
5. Tujuan Pembelajaran
<ul style="list-style-type: none"> • Peserta didik dapat mengidentifikasi struktur umum dan fitur bahasa dari descriptive text melalui membaca. • Peserta didik dapat memahami dan menganalisis contoh-contoh descriptive text yang diberikan.
6. Pemahaman Bermakna
Mempelajari teks deskriptif melalui kegiatan menyimak, membaca tentang teks descriptive text about place yang relevan dengan pengalaman peserta didik.

7. Persiapan Pembelajaran
<ul style="list-style-type: none"> ❖ Memahami apa itu teks deskriptif dan elemen-elemen penting dalam teks descriptive (seperti , introduction, description, dan conclusion). ❖ Memahami struktur teks descriptive melalui kegiatan membaca teks descriptive. ❖ Memahami isi descriptive melalui kegiatan membaca teks descriptive.
8. Pertanyaan Pemantik
<ul style="list-style-type: none"> ❖ Menurut kalian, apa itu teks deskriptif? ❖ "Coba pikirkan tempat favorit kalian. Bagaimana kalian akan mendeskripsikannya?" ❖ "Apa saja yang perlu ada dalam sebuah teks deskriptif?"

KEGIATAN PEMBELAJARAN (PERTEMUAN 1)	
Tahap Pembelajaran	Kegiatan Pembelajaran
Kegiatan Pendahuluan	<ul style="list-style-type: none"> ❖ Guru menyapa siswa dan menjelaskan tujuan pembelajaran hari ini. ❖ Guru menyampaikan pentingnya mempelajari teks deskriptif dalam bahasa Inggris.
Kegiatan Inti	<ul style="list-style-type: none"> ❖ Guru mengajukan pertanyaan pemantik ❖ Guru meminta beberapa siswa untuk berbagi pendapat mereka ❖ Guru memberikan penjelasan tentang teks deskriptif, termasuk tujuan dan strukturnya (introduction, description, conclusion). ❖ Guru menampilkan contoh teks deskriptif "Borobudur Temple" di proyektor dan membaca bersama-sama dengan siswa. ❖ Siswa dibagi ke dalam kelompok kecil. ❖ Setiap kelompok diberi tugas untuk mengidentifikasi struktur dan fitur bahasa dari teks "Borobudur Temple".

	<ul style="list-style-type: none"> ❖ Guru berkeliling dan membantu kelompok yang membutuhkan bantuan. ❖ Setiap kelompok mempresentasikan hasil diskusi mereka. ❖ Guru dan siswa lain memberikan feedback dan berdiskusi tentang temuan setiap kelompok. ❖ Guru memberikan soal pemahaman descriptive text.
Kegiatan Penutup	<ul style="list-style-type: none"> ❖ Guru mengajukan pertanyaan refleksi ❖ Guru merangkum pembelajaran hari ini dan menekankan kembali poin-poin penting. ❖ Guru mengucapkan terima kasih atas partisipasi aktif siswa dan menutup kelas dengan salam.

Mengetahui,

Surabaya 4 Mei 2024

Guru Pamong Bahasa Inggris
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197012202008012010

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197101251997021004

APPENDIX 3

Cycle 1 Teacher observation checklist

No	Observation Checklist for Teacher	Yes/ No
1	Chose engaging descriptive text	
2	Created visually appealing PowerPoint	
3	Discussed background information using slides	
4	Broke text into manageable chunks	
5	Facilitated student discussion	
6	Conducted post-reading activities	
7	Used multiple-choice questions in PowerPoint	

APPENDIX 4

Cycle 2 Teacher Observation Checklist

No	Observation Checklist for Teacher	Yes/ No
1	Chose engaging descriptive text	
2	Created visually appealing PowerPoint	
3	Discussed background information using slides	
4	Broke text into manageable chunks	
5	Facilitated student discussion	
6	Conducted post-reading activities	
7	Used multiple-choice questions in PowerPoint	

APPENDIX 5

Cycle 1 Students Observation Checklist

No	Observation Checklist for Students	Yes/No
	Behavior/Aspect	
1	Attentiveness to teacher's instructions	
2	Active engagement with PowerPoint presentation (e.g., asking questions, taking notes)	
3	Participation in discussions related to the descriptive text	
4	Collaboration with peers during group activities	
5	Use of comprehension strategies (e.g., summarizing, making connections)	
6	Ability to follow instructions for activities involving the PowerPoint slides	
7	Maintaining focus throughout the lesson	
8	Demonstrating understanding of key concepts discussed	
9	Asking relevant questions about the text or presentation	
10	Active involvement in post-reading activities	

APPENDIX 6

Cycle 2 Students Observation Checklist

No	Observation Checklist for Students	Yes/No
	Behavior/Aspect	
1	Attentiveness to teacher's instructions	
2	Active engagement with PowerPoint presentation (e.g., asking questions, taking notes)	
3	Participation in discussions related to the descriptive text	
4	Collaboration with peers during group activities	
5	Use of comprehension strategies (e.g., summarizing, making connections)	
6	Ability to follow instructions for activities involving the PowerPoint slides	
7	Maintaining focus throughout the lesson	
8	Demonstrating understanding of key concepts discussed	
9	Asking relevant questions about the text or presentation	
10	Active involvement in post-reading activities	

APPENDIX 7

Cycle 1 Reading comprehension test

Name:

Grade:

Date:

The Sunny Beach

The Sunny Beach is a beautiful stretch of golden sand along the sparkling ocean. Palm trees sway gently in the breeze, providing shade for beachgoers. The sound of waves crashing against the shore creates a soothing rhythm. Children build sandcastles while families relax under colorful umbrellas. Seagulls soar overhead, searching for scraps of food.

1. What type of trees provides shade at the Sunny Beach?
 - A. Pine trees
 - B. Palm trees
 - C. Oak trees
 - D. Maple trees
2. What do children enjoy doing at the Sunny Beach?
 - A. Flying kites
 - B. Building sandcastles
 - C. Climbing trees
 - D. Collecting seashells
3. What do families use for shade at the Sunny Beach?
 - A. Beach towels
 - B. Colorful umbrellas
 - C. Beach chairs
 - D. Tents
4. What do seagulls do at the Sunny Beach?
 - A. Build sandcastles
 - B. Fly overhead
 - C. Swim in the ocean
 - D. Sleep on the sand
5. Based on the description, what is the overall atmosphere at the Sunny Beach?

- A. Relaxing
- B. Peaceful
- C. Exciting
- D. Crowded

6. How does the text describe the sound of the waves?

- A. Loud and crashing
- B. Gentle and soothing
- C. Rhythmic and calming
- D. Unpredictable and chaotic

7. Can you infer anything about the weather at the Sunny Beach from the passage?

- A. Sunny and warm
- B. Cloudy and cool
- C. Rainy and wet
- D. Windy and stormy

The Cozy Café

The Cozy Café is a charming spot nestled in the heart of the city. The aroma of freshly brewed coffee fills the air, mingling with the scent of baked pastries. Soft jazz music plays in the background, creating a relaxed atmosphere. People sit at small tables, chatting over steaming cups of coffee. Sunlight streams in through large windows, illuminating the cozy interior.

8. What type of music plays in the background at the Cozy Café?

- A. Classical
- B. Rock
- C. Jazz
- D. Pop

9. What illuminates the interior of the Cozy Café?

- A. Candlelight
- B. Lamplight
- C. Sunlight through large windows
- D. Fairy lights

10. The description mentions "soft jazz music" playing. What kind of mood do you think this creates for the café?

5

- A. Lively and energetic
- B. Calm and relaxing
- C. Sophisticated and elegant
- D. Loud and boisterous

11. Besides the aroma of coffee and pastries, what other sensory details does the passage provide?

- A. Sight: sunlight streaming through windows
- B. Touch: feeling of warmth
- C. Taste: flavor of coffee
- D. Sound: the chatter of people

12. Can you draw a conclusion about the clientele of the Cozy Café based on the description?

- A. Young professionals
- B. Families with children
- C. Students
- D. Artists and writers

The Peaceful Meadow

The Peaceful Meadow is a vast expanse of rolling green hills dotted with colorful wildflowers. Tall grasses sway gently in the breeze, creating mesmerizing patterns across the landscape. Butterflies flit from flower to flower, adding splashes of vibrant color to the scene. In the distance, a small stream winds its way through the meadow, its waters sparkling in the sunlight. Birds chirp merrily in the trees, their songs filling the air with melody. The meadow is a serene haven, perfect for picnics, leisurely walks, and moments of quiet reflection.

13. What type of landscape is the Peaceful Meadow?

- A. Desert
- B. Forest
- C. Meadow
- D. Mountain

14. What adds splashes of vibrant color to the Peaceful Meadow?

- A. Butterflies
- B. Birds
- C. Trees
- D. Rocks

15. The passage uses words like "vast expanse" and "rolling green hills." What image does this create in your mind?
- A. A small, enclosed garden
 - B. A flat and featureless plain
 - C. A dense and overgrown forest
 - D. A wide-open and scenic landscape
16. How does the movement of the tall grasses contribute to the overall feeling of the meadow?
- A. Calm and serene
 - B. Dynamic and energetic
 - C. Mysterious and foreboding
 - D. Playful and whimsical
17. What is the main purpose of mentioning the birds chirping in the Peaceful Meadow?
- A. To show the presence of wildlife
 - B. To create a sense of peace and tranquility
 - C. To highlight the danger of predators
 - D. To foreshadow an approaching storm

The Quaint Village Square

The Quaint Village Square is a charming gathering place at the heart of the village. Old-fashioned lampposts line the cobblestone streets, casting a warm glow in the evenings. Colorful buildings with sloping roofs and wooden shutters add to the picturesque charm of the square. A central fountain, adorned with intricate carvings, serves as a focal point, surrounded by benches where locals gather to chat and relax. Cafés and shops line the square, offering delicious treats and unique gifts. The square is a vibrant hub of activity, where the rich history and culture of the village come to life.

18. What lines the streets in the Quaint Village Square?
- A. Trees
 - B. Old-fashioned lampposts
 - C. Traffic lights
 - D. Billboards

19. What adorns the central fountain in the Quaint Village Square?

- A. Colorful banners
- B. Wooden shutters
- C. Intricate carvings
- D. Metal sculptures

20. What do locals do around the central fountain in the Quaint Village Square?

- A. Swim
- B. Chat and relax on benches
- C. Play music
- D. Dance

APPENDIX 8

Cycle 2 Reading Comprehension Test

Name:

Grade:

Date:

The Majestic Mountain Peak

The Majestic Mountain Peak towers high above the surrounding landscape, its snow-capped summit reaching towards the sky. Jagged cliffs and rocky outcrops adorn its slopes, creating a dramatic and awe-inspiring sight. Pine trees cling to the mountainside, their dark green needles contrasting against the white snow. Crystal-clear streams cascade down the mountainside, forming shimmering waterfalls that sparkle in the sunlight. At the base of the mountain, a lush forest teems with wildlife, from deer and bears to eagles soaring overhead. The Majestic Mountain Peak is a breathtaking wonder of nature, attracting adventurers and nature enthusiasts from far and wide.

1. What towers high above the surrounding landscape?
 - A. Trees
 - B. Cliffs
 - C. Mountain peak
 - D. Waterfalls

2. What adorns the slopes of the Majestic Mountain Peak?
 - A. Flowers
 - B. Trees
 - C. Grass
 - D. Rocks

3. What forms shimmering waterfalls on the mountainside?
 - A. Lakes
 - B. Rivers
 - C. Crystal-clear streams
 - D. Ponds

4. How does the description of the Majestic Mountain Peak make you feel?
 - A. Awed
 - B. Intimidated

C. Peaceful

D. Curious

5. The text mentions "jagged cliffs" and "rocky outcrops." What does this tell you about the mountain's surface?

A. Smooth and gentle

B. Rough and uneven

C. Covered in trees

D. Full of caves

The Bustling Market Street

The Bustling Market Street is a lively thoroughfare filled with colorful stalls and vendors selling a variety of goods. Fragrant spices fill the air, mingling with the aroma of freshly baked bread and sizzling street food. People bustle about, haggling over prices and sampling exotic fruits and delicacies. Street performers entertain the crowds with music and dance, adding to the vibrant atmosphere. Brightly decorated buildings line the street, their facades adorned with intricate carvings and vibrant murals. The Bustling Market Street is a feast for the senses, offering a unique and unforgettable shopping experience.

6. What fills the air on the Bustling Market Street?

A. Traffic noise

B. Fragrant spices and aroma of food

C. Bird chirping

D. Silence

7. What do people do on the Bustling Market Street?

A. Sleep

B. Hike

C. Shop and sample food

D. Swim

8. What entertains the crowds on the Bustling Market Street?

A. Animals

B. Street performers

C. Trees

D. Cars

9. The passage mentions "exotic fruits and delicacies." What can you infer about the types of goods sold at the market?

- A. Local specialties
- B. Familiar items
- C. International products
- D. Handmade crafts

10. How does the description of the buildings with "intricate carvings and vibrant murals" contribute to the overall feel of the market street?

- A. Modern and sleek
- B. Historical and traditional
- C. Simple and functional
- D. Messy and disorganized

Tranquil Lakeside Retreat

The Tranquil Lakeside Retreat is a serene haven nestled beside a calm, crystal-clear lake. Tall pine trees line the shore, their branches stretching out over the water, creating a peaceful canopy. The surface of the lake is smooth and still, reflecting the surrounding landscape like a mirror. Colorful wildflowers bloom along the water's edge, adding a splash of color to the tranquil scene. Birds chirp softly in the trees, and the occasional fish breaks the surface with a gentle splash. Wooden cabins dot the shoreline, offering cozy accommodations for those seeking a quiet getaway. The Tranquil Lakeside Retreat is a perfect place to relax, unwind, and reconnect with nature.

11. What type of trees line the shore at the Tranquil Lakeside Retreat?

- A. Palm trees
- B. Pine trees
- C. Oak trees
- D. Maple trees

12. What can be found along the water's edge at the Tranquil Lakeside Retreat?

- A. Rocks
- B. Sand

- C. Colorful wildflowers
- D. Seashells

13. The description mentions the lake surface is "smooth and still." What mood does this detail create?

- A. Calm and peaceful
- B. Exciting and energetic
- C. Mysterious and foreboding
- D. Playful and whimsical

14. Why do you think the text mentions the cabins being made of wood?

- A. They blend in with the natural surroundings
- B. They are luxurious and modern
- C. They are cheap and temporary
- D. They are loud and noisy

15. What kind of activities would you expect someone to enjoy at the Tranquil Lakeside Retreat based on the description?

- A. Relaxing by the lake
- B. Reading a book
- C. Going for a hike
- D. Attending a loud party

The Charming Country Farm

The Charming Country Farm is nestled amidst rolling hills and lush green fields, presenting a picturesque scene straight out of a storybook. A rustic farmhouse stands proudly at the heart of the farm, its weathered walls exuding warmth and character. Surrounding the farmhouse are acres of farmland, where rows of vibrant crops sway gently in the breeze. A quaint red barn adds to the charm of the scene, providing shelter for animals and storage for hay and equipment. Ducks waddle around a tranquil pond, while chickens peck at the ground nearby. The farm is alive

with the sights and sounds of rural life, offering visitors a glimpse into a simpler way of living.

16. What is nestled amidst rolling hills and lush green fields?

- A. A city
- B. A farm
- C. A beach
- D. A desert

17. What stands proudly at the heart of the Charming Country Farm?

- A. A red barn
- B. Rows of crops
- C. A farmhouse
- D. A pond

18. What provides shelter for animals at the Charming Country Farm?

- A. Rustic farmhouse
- B. Weathered walls
- C. Quaint red barn
- D. Tranquil Pond

19. What animals can be found pecking at the ground at the Charming Country Farm?

- A. Ducks
- B. Chickens
- C. Cows
- D. Horses

20. What does the Charming Country Farm offer visitors a glimpse into?

- A. City life
- B. Rural life
- C. Beach life
- D. Desert life

APPENDIX 9.

The Result of Preliminary, Cycle 1, and Cycle 2

No	Student Name	Preliminary	Cycle 1	Cycle 2
1	Abdul Rafi Javier	60	60	60
2	Ahmad Nizar Maulana	85	85	85
3	Aliya Putri Rahmawati	60	70	60
4	Anggun Cantika Putri	55	55	60
5	Ardil	70	30	60
6	Atika Putri Aprilia	55	40	70
7	Aurel Cahaya Morinsandri	60	60	70
8	Ayu Andira Aniyah	70	65	70
9	Azra Syahla Khanzania	70	50	80
10	Cindiy Infinur Diana Putri	55	60	80
11	Dewi Ayu Angraini	60	50	85
12	Elventino Chriswand Dzikriafany	60	65	85
13	Fahi Firjatullah Maheswara	75	60	80
14	Firda Nur Janna	75	65	80
15	Irfan Putra Fahrudin Mustfa	70	75	80
16	Janneta Fairuz Zahra	70	75	80
17	Malvino Arki Mahardika	70	75	80
18	Muhammad Idris Sadewo	55	55	85
19	Muhammad Affandika	50	50	85
20	Muhammad Hasyim	50	70	80
21	Nafisa Dea Syarifa	50	70	85
22	Nesya Rohmadani Asmiranda	50	70	85
23	Pahsy Afla Jaler Setiawan	50	75	60
24	Regina Putri Indarko	75	75	85
25	Reno Danu Wijaya	75	75	80
26	Rhefan Dewi Flambayan	70	75	80
27	Rizky Fitrah Firdaus	60	75	85
28	Salfa Salsabila	65	75	80
29	Syafira Yuniar Rachmawati	70	75	70
30	Zabrina Ajwa Ghozali	75	75	80

DOCUMENTATION



